DOCUMENT RESUME

ED 055 698 RC 005 631

AUTHOR	Davis, Bertha M.; And Others
TITLE	Teaching Reading to the Bilingual Child: Motivational Techniques. Sharing Ideas, Volume 7, Number 6.
INSTITUTION	Arizona State Dept. of Education, Phoenix.
PUB DATE	70
NOTE	69p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*American Indians; *Bilingual Students; Elementary Grades; English (Second Language); Grade 7; Grade 8; Kindergarten; *Learning Activities; *Motivation Techniques; *Reading Instruction
IDENTIFIERS	Navajos

ABSTRACT

The motivational techniques presented in this document were prepared by participants in the Education 641 Workshop (Teaching Reading to Bilinguals) during a 1970 summer session at Northern Arizona University, Flagstaff. The 42 contributors (some are Navajo or speak Navajo) describe techniques that they have used in teaching reading of English to Navajo children in grades K-8. Activities and techniques are arranged by grade level. (BO)

ED055698

SHARING IDEAS

VOLUME 7

NUMBER 6

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TEACHING READING TO THE BILINGUAL CHILD: MOTIVATIONAL TECHNIQUES*

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*These Motivational Techniques were written by participants in the Educ. 641 Workshop (Teaching Reading to Bilinguals), during the first summer session, 1970, at Northern Arizona University, Flagstaff, Arizona.

Hints on Pronunciation for Learners of English*

I take it you already know
Of tough and bough and cough and dough?
Others may stumble but not you,
On hiccough, thorough, laugh and through.
Well done! And now you wish, perhaps,
To learn of less familiar traps?

Beware of heard, a dreadful word
That looks like beard and sounds like bird,
And dead: it's said like bed, not bead--
For goodness' sake don't call it "deed"!
Watch out for meat and great and threat
(They rhyme with suite and straight and debt.)

A moth is not a moth in mother
Nor both in bother, broth in brother,
And here is not a match for there
Nor dear and fear for bear and pear,
And then there's dose and rose and lose--
Just look them up--and goose and choose,
And cork and work and card and ward,
And font and front and word and sword,
And do and go and thwart and cart--
Come, come, I've hardly made a start!
A dreadful language? Man alive.
I'd mastered it when I was five.

T.S.W.
(only initials of writer known)

*From a letter published in the London Sunday Times (January 3, 1965).

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BEGINNERS

By Bertha M. Davis

Word Recognition

As each student tells his name, I write the first name on the chalkboard in manuscript letters for all to see. The class can see that writing is done from left to right. As I write the child's name, I say, "I am starting every name with a capital letter, a big letter," just in case an advanced child will remember. Another day I might say, "What kind of letter do I use to start your name?" and be surprised with a favorable response. In this way I learn something about the child.

I make cards with the children's names on them, to be put with their belongings and on their desks. This is an opportunity to find out who can already match forms. Every child is given the card with his name on it. He matches it to his name on the chalkboard, holding it below to show everyone that it does match. The children who cannot do this are helped to do so and then are permitted to put the card in the place to mark their possessions.

Phonetic Analysis

Ear training on rhymes and initial consonants is done using the following activity:

"I am thinking of a word that begins like big and box and Larry is one and so is Tayah." (Oh, they all think they know.) I again say "big" and "box." One of the students is chosen to give the answer and says, "boy." "I am thinking of something that begins like big and box and boy and it is about to ring." Someone says, "Bell." "Let's say the words over to see whether he is right: big, box, boy, bell. Is he right?"

When these words are in the sight vocabulary, children tend to confuse them unless they learn more about their structure and sound. When I write these words, one above the other, I say, "Watch what I write and be ready to tell me what you notice about these words."

big
box
ball

The pupils read the words together and then are called upon individually to tell what likenesses they observe in the words by sight and sound.

Word Orientation and Sounds

In reading, concepts such as long, tall, short, straight, round, before, end, middle, left, right, first and last help in the observation of words. These are mostly relative ideas, best conveyed by contrasts and many occasions for their use. I start by saying, "When does the rabbit stand tall?" "When does he look short?" "Show with two fingers how his ears can stand straight up."

The children study the flannel board picture as it develops. "Where did Sarah put the lettuce?" (in front of the rabbit's nose) "The rabbit is where?" (in the middle of the card) "What is on the left side?" "On the right?"

By sampling in various situations over a period of time, I find out which concepts are confusing, such as left and right. For the children who have this confusion, I design special exercises. The children who do not have the difficulty derive another kind of experience from the same exercise.

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By Alice M. Lee

Teaching a New Word

Say to a child, "ah-dinay, ball." In Navajo this means "say ball." Saying the word ball slowly to him, hand the ball to him. Do this with each child in the room. Next let each child pass the ball to the person next to him, saying "Ball." Using the same procedure say, "Big Ball." Next introduce this short simple sentence: "This is a big ball."

Introduce the color word "red" by using red objects in the classroom, and children's clothing. After the concept of the word "red" has been developed, have each child draw a picture of a ball, cut it out and then from a circle and say, "This is a big red ball." Introduce these songs for a followup (to the tune of "Go Tell Aunt Mary"):

This is a big ball.
This is a big ball.
This is a big ball.
A big, big ball.

This is a big red ball.
This is a big red ball.
This is a big red ball.
A big red ball.

After the children have mastered the sentence patterns, these games and songs can be played:

I throw the ball.
I throw the ball to _____.

I catch the ball.

I bounce the ball.

I roll the ball.

I kick the ball.

I hit the ball.

Sing: (to the tune of "Row, Row, Row Your Boat")

Roll, roll, roll the ball.
Roll the ball to me.
Roll, roll, roll the ball.
Roll the ball to me.

Sing: (to the tune of "Mulberry Bush")

1. Over and over I bounce my ball,
   Bounce my ball
   Bounce my ball
   Over and over I Bounce my ball,
   And then I turn around.

2. Over and over I THROW my ball,
   Throw my ball
   Throw my ball, etc.

3. Over and over I CATCH my ball,

4. Over and over I BAT my ball,

5. Over and over I BOUNCE . . . etc.

The whole class sings this, acting out the motions with gusto.

Listening Skills

Play this game after the children have become familiar with the Jack-in-the-Box and have played with it in the classroom.

Procedures: Have each child curl up on the floor to resemble a Jack-in-the-Box with the lid closed. Then have them say this poem in unison:

"There's old Jack down in his box,
He's as crafty as a fox.
Will he jump or will he stay?
Listen now and you can play."

After the children have finished saying the poem, the teacher says "jump!" or produces a sharp sound by snapping a book closed, striking a drum, and any other signal. Children respond by jumping up out of their imaginary "boxes" when the signal is given. If the teacher wants to change this listening game, she can vary the length of the pause before giving the signal.

Building Oral Vocabulary

Materials needed: A grab bag or a box containing small plastic items, such as animals, toys, food, etc. (or cut-outs of familiar pictures)

Procedures: Play this game after an E.S.L. lesson. A child draws out any item from a grab bag or box and tells a short story about the item he has drawn. At first this may be simply naming the item or telling its color: "This is a bear." or "I have a red ball." Later in the year this game can still be played with more creative statements:

This is an apple.
The apple is red.
It grows on a tree.
I like to eat an apple, do you?

The purpose of this game is to develop the children's thinking and speaking skills and to extend their vocabulary.

* * * * * * * * * * * * * *

By Helen Rosier

Telling a Story to Kindergarten Students

Find an interesting story for the children. If an opaque machine is available, blow the pictures from the story book on to large oak tags. Make them colorful.

Tell the children the story in your own words (simple English), or it can be told in Navajo. When through give the children a chance to retell the story by sequencing the pictures. When a teacher is first trying this out, choose a child who is talkative to come up front and arrange the pictures in order. If he needs help the rest of the children can help him.

Introducing the Alphabet and Sounds

When I first introduce the alphabet and the sounds, I usually spend quite a bit of time on it. All of this introduction is in Navajo so if the children want to ask questions, or if they don't understand, they can ask. Gradually I start using English so that they can add new words to their vocabulary.

Let's say that the letter s has been introduced and they are now working on the sound. You have some pictures of things that start with s in front of them. Ask them to name some more items in the classroom that start with the sound s. At first there won't be many but as days go by they'll add more. Many will have trouble saying words such as star. It's easier for them to say astar, and of course it's the teacher's job to correct the children.

A Game to Teach Letter Sounds

Here's a game that the Navajo children really like. I usually have a box of flash cards with small letters on one side of the cards and big letters on the other side. It's convenient to have at least five sets of each letter.

Seat them in a semi-circle of not more than eight children. Tell them that they are to raise their hands if they know the sound of the letter shown. The object of the game is to get as many cards as they can.

Lift up a flash card and say, "Who knows the sound of this letter?" Someone will raise his hand and sound out the letter; you then give him the card. This will go on until the cards are gone. If two children happen to respond at the same time, give each a card. The teacher has to be on the lookout for children who do not say anything. They can be helped by the rest of the children so they won't be left out.

When the game is over each child counts how many flash cards he has and returns them to the teacher.

* * * * * * * * * * * * * *

By Ramona Smith

Arithmetic

I am a Navajo myself and these are my thoughts.

In the Navajo way, the Navajo child already has some concept of simple terms in Arithmetic, like when you go out to recruit students for the fall, the child would say, "My father and mother, the two went to the trading post." "My oldest brother went alone with the sheep." "My grandparents and I went to the sheep dipping yesterday." He or she is speaking of three in common; and yet, the child really cannot say three.

How do I teach the concept "how many" to beginners? Associate the numerals from one to five with a corresponding number of objects, and introduce counting one to five.

Form a circle with the children. While sitting down pick up pictures of objects and ask in Navajo, "How many (díí kíí)?" Use pictures of something that is known to them, like sheep, horses, goats, mother, father, sisters, marbles, stones, sticks. For example, use a picture of five kittens. Have them show by finger how many kittens are in the picture. The teacher uses strokes on chalkboard for each object seen in the picture. "There are ____kittens." "Do you see ____little kittens?" "How many ____?" On your flannel board place three apples and say, "I have three apples." "How many (díí kíí)?" In three or four days introduce words like one little, two little, three little. Before you know it they're singing a singing game of ten bilagáanna instead of ten little Indians. Have them follow you with a finger for each bilagáanna. A teacher who is overflowing with the joy of singing never fails to have singing pupils.

Teaching about Colors

Have some children come to the window and look out. Ask, "What do you see?" "What do you see outside?" Say, "That's a bird." Repeat several times. Ask, "What color is the bird?" Repeat again several times. Also repeat, "The bird is blue." Don't expect the youngsters to start talking the same day. Pull out your flannel board and display the picture of a blue bird. Keep talking about the blue bird. Make a poster of the blue bird. Let every child feel the flannel cutouts of the blue bird. Keep repeating the same words, "The bird is blue." "What color is the bird?" In a corner of the classroom put some objects on the table--toys, papers, pencils--anything that is blue in color. Each day make a new color corner. In about two weeks the children should know all the nine primary colors.

Play games using colors. "I see something _____." Let the children name all the colors they can. You answer, "Yes, you're right. The ball is _____."

"Yes, you're right. The _____ is _____." Pretty soon everyone in your circle is talking about objects and colors. Things you placed on the color tables are usually learned first. Every so often add to and take away something from your color tables. Many children respond to the spoken word more readily or more fully than to print. As they listen to the more familiar and flexible cues of a voice, they perceive meanings more easily.

Teachers' Attitudes

The personality of a teacher means a lot of difference in how the Navajo children react. As the children talk you will get many clues to their level of language development: extent of vocabulary, speech difficulties, sentence sense, personal confidence with language interests, and other information that will be helpful in teaching your young Navajo children.

Following are some helpful hints: Be careful how you correct students' mistakes. Don't ridicule, don't be sarcastic, don't scold. Don't point at students as this is considered a highly offensive gesture by Navajos.

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By Diane L. Van Kampen

ABC Clothesline

I glued 3" velour letters on pieces of oak tag 4" x 6" (one letter per piece of oak tag). On a bulletin board, within the children's reach, we strung enough string for all twenty-six letters. We then, with clip clothespins, clipped the letters to our "line." We used the clothesline to teach the order of the letters and also for language. Example:

Teacher (or aide): I have the letter "A." Who has the letter "B"?

Student: I have the letter "B." Who has the letter "C"?

The velour lets the children "feel" the shape of the letters. Sandpaper could also be used.

Teaching Initial Consonants

After we have listened to a tape and have done our skill sheets on initial consonants, the children who need help are "pulled" from the group. These children go to the flannel board and are given 3" x 2" oak tag cards with pictures on them. On the back of the little cards are small pieces of felt. The sound is put on the board and the children are to find the pictures of the things which begin with that sound and put them under it.

Example: the /b/ sound is on the flannel board. Pictures (on the small cards) might include a duck, boat, cat, book, bike, ball, balloon, and a hat. By naming the pictures and having the child or children name them after me, they will be able to put the pictures of the boat, book, bike, ball, and balloon under the /b/ on the flannel board. This can also be used as a review. Put more than one sound (e.g., /b/, /m/, and /t/) on the flannel board and have the children put pictures under the correct sounds.

Spatial Relations

We were working in Frostig's material and when we came to the section on spatial relations, I let the children choose the number of 3/4" wooden cubes they would need to do their pattern. After they had the blocks I let the children glue them to match the pattern. They enjoyed this very much.

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GRADE ONE

By Martha D'Angelo

Teaching Names of Students

The majority of children who enter my classroom in the fall have at least a limited knowledge of English and most of them are quite comfortable with it. Very few of my students havc ever been exposed to any kind of formal classroom instruction. On the first day of school I take a polaroid color picture of each child and put it on a bulletin board above his or her name. I print each child's name on a piece of oak tag to be taped to his desk . Also, I cut out animal pictures from colored oak tag and write each child's name on the cutout to serve as a name tag for my information. The children enjoy looking at the pictures and the names and very quickly learn to recognize their own and their friends' names. This also leads into a discussion of the names which begin with the same letters and can be used as a beginning for finding similarities and differences in the sounds made by the letters.

Guessing Game

I have had quite a bit of success by playing guessing games with the children after they have acquired a knowledge of several sight words and have learned some word attack skills. I will write sentences on the blackboard describing something in the classroom and using words they know and perhaps one or two that I feel they should be able to sound out for themselves. They are to read the sentences silently and then come and whisper the answer to me or to another child who has already discovered the answer for himself. Occasionally a slower child is so thrilled when he figures it out that he forgets to whisper and fairly shouts it out. It is all for fun and the children thoroughly enjoy it. This also gives me more of an idea of the children who need additional help and the kind of help they need.

Telling a Story About a Picture

I select a picture from a magazine which suggests a story and let the children study the picture, discuss it and then write a story about what is happening in the picture, what might have happened before the action in the picture took place, and what might happen next. In the beginning this is all oral; as they learn to write and are able to connect the written word with the spoken, they write a story telling all these things about a picture of their choice.

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By Eleanor Frazier

Using Bulletin Boards in Teaching Reading (Phonics)

Bulletin boards can be made into an activity that the children can work independently. The bulletin boards can be used to give practice in the use of letter-sound association. The teacher instructs the class to begin with the key picture in the center. The key picture begins with a sound studied in class, and through auditory discrimination the child identifies other pictures which begin with the same sound as the key picture. He can manipulate pieces of yard or string, etc., to match the picture with the key picture. After working the board, the child should check his work with an answer sheet provided by the teacher which she has placed to the right or left of the board. If he has correctly worked the problem, he should sign his name to a list which is tacked near the board. The teacher can check the list of names to see who has successfully worked the board.

The pictures on the bulletin board should be changed at certain intervals to provide more practice. Pictures can be cut from old workbooks, texts (old) and magazines. Worksheets and games could be made to correlate with the board. These can be placed on the back table for additional practice. The bulletin boards can supplement the teaching of sounds by giving extra practice and review in auditory discrimination of initial and final sounds. It can be brought to the front of the room for a lesson.

Another variation is the use of flannel board figures and a flannel board. It can be used to give practice in short and long vowels and syllabication.

The following page gives the purpose and procedure of one bulletin board idea on the sh sound.

Can you find the <u>sh</u> sound?

<u>Purpose</u>: The purpose of this bulletin board is to introduce the beginning sound of <u>sh</u> and to give the children practice in working with the sound and recognizing it.

<u>Procedure</u>:

1. The teacher will introduce the bulletin board and have the children read with her the names of the pictures (chain, shelf, shirt, shovel, thimbles, sheep, shell, ship, shadow).

2. Next, the teacher will instruct the children to place the pictures that begin with the same sound as shoe in the slots of the shoe. When the children have finished manipulating this bulletin board they should check their work by comparing it with the answer card. If they have correctly worked the problem, they will record their names on a sheet of paper near the bulletin board.

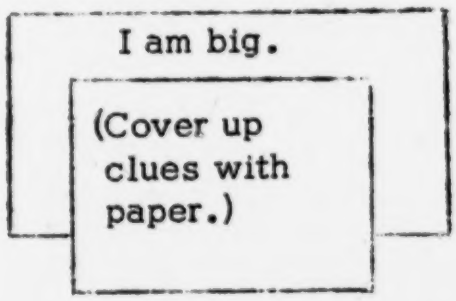
3. This bulletin board is an activity that the children can work independently. It may be brought to the front of the room for a lesson.

4. Ditto work sheets that are copies of this board will be provided for the children to work.

Using Experience Charts

The experience chart is one of the useful ways of developing interest in reading, particularly with the beginning readers. It can be effectively used throughout the primary grades. One variation is the SURPRISE BOX.

Each child is to bring an object to hide in the Surprise Box. The teacher or child can prepare a list of clues about the object beginning with general concepts and proceeding to more details. These clues can be listed on a transparency which is more easily stored for repeated use.

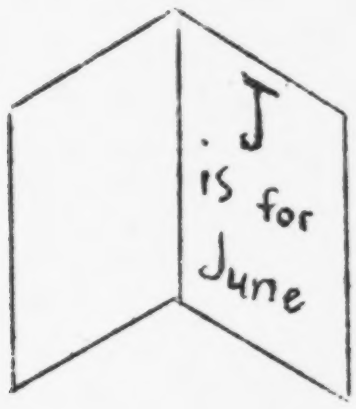


Cover up all clues except the first. Then expose the second and so on. Strips of tagboard with the clues also can be shown one at a time. The child can manipulate either the strips or the transparency. To motivate reading, each clue is read silently. If a child needs help with a word, he raises his hand. If a child is ready to guess, he sits tall. One, two or three guesses are made and a reason for each guess is given. A list of answers given is written on the board. Even if the correct answer is given with the first clue, all clues are read before the correct guess is acknowledged. The child who has given the first correct clue opens the SURPRISE Box.

Next, the clues are verified about the object, and a related sentence is stated by a child and written by the teacher. The sentences are then read by the class.

Using J-Words

"J is for June and many other things too. What else does J bring to mind?" This might bring almost anything from jelly bean, June bugs, jade, jumper, jam, junk, jungle, and justice. A class booklet can be chosen with J illustrations, as shown here.



An essay can be written on the object chosen. The aim is to describe the object named. The pupil can expand the theme anyway he wants as he discusses ideas about, for example, JUNK. What is junk? What can we do with junk? What are some problems about junk? If the teacher suggests questions, the sentences will consist of answers to the questions.

Oral activity can be encouraged after the teacher has written the sentences. For review purposes, the topic JUNK can be used to give a short talk.

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By Dianne Grenier

Morning Exercises

I begin every morning with exercises. For the first few weeks, I lead the exercises, from jumping jacks to sit-ups. (Personally I try to discourage push-ups.) Children suggest the exercises and the number and we all do them. After the first few weeks, one of the children will lead the exercises. Even the shyest child usually does not mind being in front of the class although sometimes we do have two leaders. It is an easy, organized way of beginning the day. It also tends to wake up everyone, including the teacher.

The Calendar as a Teaching Device

After the exercises we discuss the calendar. At the beginning of each month, each child makes a picture of his own choice. Put these pictures on the calendar, removing one a day. Your room then has an attractive, changing calendar every day. Also put the numbers in different colors. For example, 1-9 in red, 10-19 in green, 20-29 in yellow, and 30-31 in blue. Now some of the more able students can "discover" the relationships of tens and it is there for your use in arithmetic.

Teaching Plurals

Because the pupils have so much difficulty with plurals, we cover the room with examples. Each child has at least one sheet of construction paper folded in half. On one side might be ball and the other half might have balls. The children illustrate these. Besides the constant reminders around the room, each child's individual comprehension may be checked.

* * * * * * * * * * * * * * *

By Marie Kopp

Motivation Techniques

First: We first used pictures to teach the children words. Then as they learned phonics and words, I used flash cards with the individual child.

Second: I used flash cards with a couple of children as a game. We would let each child hold all the cards he got correct. Then they would count to see which one had the most flash cards. They liked this word game.

Third: I tried a game with the lowest readers of the class. As they missed a word they had to exchange seats and move down one seat; the one who was at the head of the line would be the winner when the game was over. The children would really try hard to get the words correct each time.

Fourth: I would take the slow readers one at a time to a room and work with them. They would read and look at the pictures. I would let them look at the picture on each page, then we would discuss what the picture meant to us. I would then say, "Let's see what the words say about the picture." The slow learners seemed to enjoy this.

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By Sandra Mitchell

Individual Word Cards

After each preprimer is completed, I run off the word vocabulary on manila paper. Each word is written in each box. The children cut the paper into sections and I give each child a little box or an envelope for his cards.

Tom	and	is	the

Procedures for this activity are varied. (1) The teacher says a sentence and the children manipulate the cards in the right order. Check the work of the children, then have some read the sentence. (2) A child says a sentence and the class makes the sentence. Allow for oral reading after checking and helping those who need it. (3) Have each child make his own sentence, then give him the opportunity to read it. I make each word card approximately 1/2" x 1-1/4".

These word cards can be used during the independent work periods.

Dictionaries

These are made after the children have completed the first preprimer. I write the words under the correct letter. They are run off on mimeo paper and are stapled at the top with a plain piece (or with a title) of construction paper. As each new word is introduced in the second and third preprimers, the children write the word under the correct letter.

Aa		Cc	
1. and	4._____	1. can	4._____
2._____	5._____	2._____	5._____
3._____	6._____	3._____	6._____
Bb		**Dd**	
1. ball	4._____	1. did	4._____
2._____	5._____	2._____	5._____
3._____	6._____	3._____	6._____

Picture Cards

To develop the skill in sequence of a story, I cut out the pictures from old preprimers. Each group of pictures is glued to a different color of construction paper. In introducing this activity I glue one group on the same sheet in the right order. Talk about the pictures and tell the story. Then give them an opportunity to tell the story individually.

Later on these sheets can be cut up into separate cards. Mix the pictures and have the children put them in the right order.

After the children know how to use these cards, they can work with them during the independent work period. Also, these pictures can be used for writing stories.

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By Sister Mary Stephen O'Brien

The Vowel Piano

This is a fun game to help the children firmly grasp the various vowel sounds. It can be effectively used for long or short vowels, or a combination of the two.

Teacher: "Let's pretend that you are piano keys. I am going to play on you."

The teacher stands behind the children, each holding a flash card indicating a vowel sound. Then the teacher "plays" on the head of one child. The child continues to say the sound until she stops.

If the voice is too soft, she puts on the loud pedal; if too loud, she puts on the soft pedal. If the child does not know the sound, the teacher pretends she is tuning the piano key, and says the sound to the child repeatedly. The child then says the sound.

Baseball Game

Use: Building words
Materials: diagram of baseball diamond, word cards
Procedure: Make a diagram of a baseball diamond. Prepare word cards (consonant endings, prefixes, suffixes, homonyms, blends). Divide into teams with four to six on each side. The first batter on Team A starts with a letter at first base. Ask him to give a word ending with this letter. If he can do so for each base, a run is scored for his team. If he fails on any base, he is out. When a team has three outs, the other team gets a chance at bat. Instead of a diagram, the students can use the corners of the room.

Rotating Wheel Game

Use: Teaching initial sounds, common phonograms, final sounds
Materials: two large oak tag wheels, brass fastener
Procedure: Two circles, one smaller than the other, are fastened together through their centers in order to rotate freely. The centers may be fastened by a large brass fastener. Initial consonants are printed on the large circle, and phonograms are placed around the edge of the smaller circle so that different words can be formed. By rotating the larger circle, initial consonants can be combined with the same phonogram. This device can be used to stress initial sounds, common phonograms, final sounds, etc.

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By Joann Pearson

Use of Library

This will make checking in and checking out library books easier. On the bulletin board put envelopes like those pasted on the inside cover of the library books. There should be an envelope with his name on it for each child. To check out the book, the student takes the library card out of the book and puts it in his envelope on the bulletin board. When he brings the book back, he takes the card from his envelope and puts it back in the book.

Studying Letter Sounds

When studying letter sounds ask the children to look through old magazines at home and cut out pictures of things which begin with the sound being studied. The next day each child shows and explains his pictures to the class. Sometime during the day the child or the teacher can paste the pictures on a chart. The teacher could bring old magazines and catalogs to school and the children could cut out their pictures at school.

Travel Game

To motivate children to learn to recognize and say the names of the letters of the alphabet, use a bulletin board display with a space travel theme. "Will you go to the moon?" could be the caption. Check the child's recognition of the letters, using flash cards or some other method. When he knows all the letters, put his individual school picture on the moon which is on the bulletin board.

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By Judy Ann Simmons

Use of Supplementary Readers

One thing I've tried with my slow learners is the City School's Series Set of five preprimers. They are: "Fun With David," "Play With Jimmy," "A Day With Debbie," and "Four Seasons With Suzie." One preprimer I omitted was "Laugh With Larry." This series is put out by Follett. They have been tried successfully in the city schools of Chicago. They are about a Negro family and their White friends; they are very colorful, and have interesting and cute stories. We have been using Ginn as our regular basal readers. What I like to do for the slow learners is to have them go through the Ginn preprimers. Then, for those not yet ready to begin the primer, who need more review on the preprimer level, I take them through the City School Books. There will be a few new words, mainly character names; otherwise, it will be mostly a review of preprimer vocabulary. The children are delighted with these stories, and don't suffer boredom as they would if they were reviewing back over the Ginn preprimers. The accelerated groups of children like these stories, too, and often read them as supplementary reading materials.

Farm Unit

Our first graders did a farm and animal unit with success this year, also. We learned all we could about the farm and farm animals, mainly by stories, films, and filmstrips. We also had some large, colorful, and beautiful teaching pictures of farms and farm animals. We also had a set of farm and farm animal cutouts with flannelboard backing. The children took delight in matching baby animals with their mothers. We sang farm songs, drew farm and farm animal pictures, and the children made a farm mural for the wall.

We made farm and farm animal booklets, and had pupil-dictated farm information written on the board; this the children copied and put in their booklets which were illustrated with farm and farm animal scenes.

Reading Aloud to Class

Another thing we did a few times, but not so often as to make it commonplace, was to set out a large variety of supplementary readers (of which I have an abundant supply), and let the children who want to, pick out and read a story to the class. The child can choose any book, any level, and any story in the book. Children will usually pick a story on their own reading level, though the exception is sometimes that a child who is, for instance, in the first reader, may pick a preprimer story to read. Or, a child in a lower reading group, will pick, if highly motivated, a story at his frustration reading level. The children enjoy doing this, and you usually get more volunteers than you have time for in a free period. This

helps the child's individual reading, and gives pleasure both to him and to his classmates.

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By Kay Sumin

Creative Writing

I use this method with first graders. I usually initiate it in January.

I place a great deal of stress on creative writing. One method I use is what I call the "Folder Method." I have created a series of about 100 folders. The folders I use are regular file type folders. On one side of the folder I paste a picture which would be of interest to the children. On the other side I list the nouns, verbs, adjectives, etc., that describe the picture.

Each child is given a sheet of paper. Then I give each row of children about one minute to go and choose a folder from the table where all the folders are spread out. Each child chooses the folder he or she wants to write about. The child then takes the folder to his or her desk and begins to write. I circulate helping with the spelling. If a child asks for the spelling of a word and it is already written on the folder, I encourage the child to use his phonics skills to find the word he needs.

As the year progresses, the children will need less and less assistance with their spelling. The children are highly motivated by being able to choose their own folder. I have never had a child respond unenthusiastically.

Writing Numbers

This is a somewhat different variation on writing numbers from 0-99. (It may be used with writing from 100-199, 200-299, and so on.)

Give the children a paper with 100 squares on it. They will start with 0 and write to 99. They will then color specified squares a specified color. I usually print the directions on the board. Color the following squares red: 21, 22, 23, 26, 27, 28, 31, 33, 36, 38, 41, 42, 43, 46, 47, 48. Color the following squares yellow: 32, 37. Color the following squares green: 52, 61, 62, 63, 72, 82, 92, 57, 66, 67, 68, 77, 87, 97. Color the following squares blue: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9.

With a little ingenuity many different designs can be created. The children always enjoy this exercise and it's excellent for helping children learn to follow directions.

Student Tutoring

I find the method of using older children as helpers an excellent method. For many years I have had older children, who are slow learners, come to my first grade room to act as teacher's assistants. This method not only helps my children but it also serves as a great booster of morale to the older child who is acting as a teacher's assistant. The cooperating teacher, from whose room my assistant has come, has been in every instance most encouraged by the change in the child's attitude. Perhaps it has done the older child, who is serving as a helper, the most good. However, I have seen some excellent teaching done by these assistants. I also have seen some very fine relationships develop.

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By Carol Woodhouse

Use of Puppets

To increase verbal or written communication skills I find that young children are often more willing to express themselves to a puppet or doll. One good gimmick is to say that in a few days the class will be having a visitor. Then in a few days bring a brightly dressed elf, a clown-type figure or stuffed animal (like a squirrel). Tell the class his name and have a place in the room for him; put a box next to him for the children to place letters in. Tell the children that he answers all his mail. The children may be hesitant at first but when they see that they will always get a letter back, they will become more enthusiastic. Never force or make a direct suggestion to a child that he is to write a letter.

If you are trying to increase verbal ability, you might have a tape recorder near by so they can tape the messages.

The children later might want to make a special home in the classroom for their friend.

Introducing New Words

One technique that I used in introducing new words after the children had used their word attack skills to figure them out, was to pick one or more children each day and use their names in the lesson. I would take the new words in th[illegible]sson and put them in a sentence using a child's name in each sentence. I would write it on a sentence strip using a pencil. Then the child whose name was on the strip would trace over it with a felt pen. I flashed these sentences to the children every

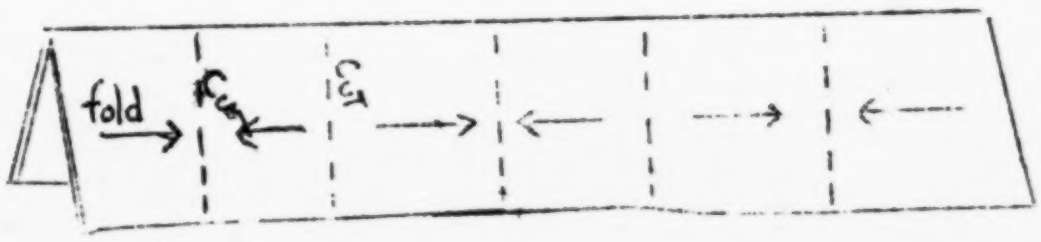
so often and they soon had them memorized, even hard words which were added to make a good sentence but which were not part of their basic reading vocabulary. After all the children had sentences with their names, we then could cut apart the words, mix them up and use them for different games; flash cards, to play postman, engineer, or we could spread them around and have the children put them back into their original sentences.

Book Reports

A different way to have a child make a book report is to tell the few main points of the story in his own words. Have the child take a piece of lined newsprint, fold once lengthwise, then fold it like a fan about five or six times. Then cut the paper along the folds on the front side up to the middle fold.

The child writes the main points of the story on each section but in his own words. He lifts up each section and illustrates that sentence.

The child will then have his own book which he can read. This helps the child learn story sequence also.



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GRADES TWO and THREE

By Clarence Birch

Improving Oral Reading

Materials: Record Player and Earphones

Procedure: Teacher plays a tape recording of her voice reading a story from a supplementary reader with which the children are somewhat familiar. Different groups may listen and follow along in their books, orally if possible. If the child has great difficulty, he should be allowed to listen alone and read with the teacher's voice.

Developing Skill in Sentence Construction

Materials: Chalkboard and notebook

Procedure: The children make up and exchange riddles to read in the form of short paragraphs. They try to guess the answers to the riddles. Example: My fur is brown. I have long ears and a short tail. I can run fast. What am I?

Developing Clear Enunciation

Materials: Selected word lists

Procedure: Group together children who need help in enunciating words clearly. Play an echo game. Say a word on which the group needs practice. Call on a child to repeat the word as an echo. If he does so correctly, he may take your place, say another word, and call on a classmate to repeat it.

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By LaVieve Bostwick

Some Successful Methods of Teaching Reading

In the first grade my most successful method of teaching reading was presenting the vocabulary first, using vocabulary word cards, then putting the word cards in sentences in the chart rack for the students to read. If they could say the words, I would let the students arrange the cards in the chart rack also. The next day I used the same vocabulary words in sentences on the board in manuscript writing, having the students all together read the sentences first and then calling on individuals to read certain sentences, not necessarily in the same order the sentences were written on the board. I would then call individual students to the board and ask them to frame, and say the word. That way I could tell whether the student knew the word. I also had the student act out action words. I would say, "The one that can say this word can do what it says." Then when I felt they knew the words well, I would let them read the same words in their readers or preprimer books. I gave them phonics drills and readiness drills by having them watch my mouth to see if they could tell what letter I was saying.

I found the students enjoyed dramatizing a story, acting out the character parts and saying what each character said in the story. The girls liked to be the girls and do what they did, and the boys liked to be the boys. In dramatizing the story I felt the students understood the story; because after the dramatization I could ask questions about the story and they could answer me, although they might still answer in "one word" answers and not in complete sentences.

In our school each class had to give two programs during the school year. When it was my class's turn, I would find the story I thought the children could handle and then I would rewrite the story in the vocabulary words that the children had had and then they could read the parts in the play. This is a good ESL lesson as well as a reading lesson.

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By Bobby Dean

Special Education Activities

I teach a group of pre-vocational age, Special Education children on the Navajo Reservation. Many of these children will receive no further formal education after leaving my classroom. It is for this reason that Dick, Sally, and Spot are used very little and more relevant instructional materials are used.

I use life experience units. These units incorporate Wilson's List of Critical Words--words deemed necessary for survival, safety, and to avoid embarrassment, plus words that I have added that are important to the Navajo child such as tribe, Indian, tribal, census.

An effort is made by my Navajo aide and me to pick out ten to fifteen words that "fit" together. This determines what the lesson is to concern. During class, I give a short lecture concerning the subject. My aide then gives the same lecture in Navajo. I then go to the chalkboard and have the children dictate a story for me concerning the subject area that was discussed. The critical words are integrated into the story and underlined.

Later, the critical words are placed beside the story in manuscript form. Manuscript is used because one never sees the word DANGER written in cursive form. Immediate recognition is necessary for these words. These words are later used in spelling tests.

The children are required to go to the board and read the story aloud to the rest of the class. In an effort to teach good handwriting, I also require them to write the story.

Wilson's Essential Vocabulary is listed on pages 26 and 27.

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WILSON'S ESSENTIAL VOCABULARY

ADULTS ONLY
ALL CARS STOP
ANTIDOTE
ASK ATTENDANT FOR KEY

BEWARE
BEWARE OF CROSS WINDS
BEWARE OF THE DOG
BRIDGE OUT
BUS ONLY
BUS STATION
BUS STOP

CAUTION
CLOSED
COMBUSTIBLE
CONDEMNED
CONSTRUCTION ZONE
CONTAMINATED
CURVE

DANGER
DANGEROUS CURVE
DEAD END
DEEP WATER
DEER (CATTLE) CROSSING
DENTIST
DETOUR
DIM LIGHTS
DIP
DOCTOR (DR.)
DO NOT BLOCK DRIVEWAY
DO NOT CROSS
DO NOT CROWD
DO NOT ENTER
DO NOT INHALE FUMES
DO NOT PUSH
DO NOT REFREEZE
DO NOT SHOVE
DO NOT STAND UP
DO NOT USE NEAR HEAT
DO NOT USE NEAR OPEN FLAME
DOWN
DRIVE SLOWLY
DYNAMITE

ELEVATOR
EMERGENCY EXIT
EMERGENCY VEHICLES ONLY
EMPLOYEES ONLY
END CONSTRUCTION
END 45 MILE ZONE
ENTRANCE
EXIT
EXIT ONLY
EXPLOSIVES
EXTERNAL USE ONLY

FALLING ROCKS
FALLOUT SHELTER
FIRE ESCAPE
FIRE EXTINGUISHER
FIRST AID
FLAMMABLE
FLOODED
FLOODS WHEN RAINING
FOUR WAY STOP
FOUND
FREEWAY
FRAGILE

GARAGE
GASOLINE
GATE
GENTLEMEN
GO SLOW

HANDLE WITH CARE
HANDS OFF
HELP
HIGH VOLTAGE
HOSPITAL ZONE

IN
INFLAMMABLE
INFORMATION
INSPECTION STATION
INSTRUCTIONS

KEEP AWAY
KEEP CLOSED AT ALL TIMES
KEEP OFF THE GRASS
KEEP OUT
KEEP TO THE RIGHT
KEEP TO THE LEFT

LADIES
LANE ENDS
LAST CHANCE FOR GAS
LEFT TURN ON SIGNAL ONLY
LISTEN
LIVE WIRES
LOADING ZONE
LOOK
LOOK OUT FOR TRUCKS CROSSING
LOST

MECHANIC ON DUTY
MEN
MEN WORKING
MERGE LEFT
MERGING TRAFFIC
MILITARY RESERVATION
M.P.H.

NEXT
NEXT (WINDOW) (GATE)
NO ADMITTANCE
NO CHECKS CASHED
NO CREDIT
NO DIVING
NO DOGS ALLOWED
NO DUMPING
NO FIRES
NO FISHING
NO HUNTING
NO LEFT TURN
NO LOITERING
NO MINORS
NO PARKING
NO PASSING
NO SMOKING

NO SMOKING AREA
NO SPITTING
NO STOPPING
NO SWIMMING
NO TOUCHING
NO TRESPASSING
NOT A THROUGH STREET
NOT FOR INTERNAL USE
NOXIOUS
NURSE

OFFICE
ONE WAY DO NOT ENTER
OPEN
OUT
OUT OF ORDER

PAVEMENT ENDS
PEDESTRIANS CROSSING
PEDESTRIANS PROHIBITED
POISON
POISONOUS
POLICE (STATION)
POST NO BILLS
POST OFFICE
POSTED
PRIVATE
PRIVATE PROPERTY
PRIVATE ROAD
PULL
PUSH

R.R. CROSSING
RESTROOMS
RESUME SPEED
ROAD CLOSED

SAFETY FIRST
SCHOOL ZONE
SHALLOW WATER
SHELTER
SLIPPERY WHEN WET
SLOWER TRAFFIC KEEP RIGHT
SMOKING PROHIBITED
STEP DOWN (UP)
STOP
STOP FOR PEDESTRIANS
TAXI STAND
TERMS CASH
THIN ICE
THIS END UP
THIS SIDE UP
TURN OFF MOTOR
TRUCK ROUTE

UP
USE IN OPEN AIR
USE LOW GEAR
USE OTHER DOOR

VIOLATORS WILL BE PROSECUTED

WALK
WANTED
WARNING
WATCH FOR FLAGMAN
WATCH YOUR STEP
WET PAINT
WINDING ROAD
WOMEN

YIELD RIGHT OF WAY

PARENTS
WIFE
HUSBAND
CHILDREN

CHAMBER OF COMMERCE
CITY HALL
JUSTICE OF PEACE
WELFARE

By Nancy Draper

Roll Call

Daily oral roll call. At first the child answers, "I am here," when he hears his name called. When a child is not there to answer to his name, the teacher will say, "_____ is absent," and lets the children say it after her. Do this day after day until they all know how to say "John is not here," "I am here," and "John or Ann is absent" without help from the teacher. This teaches their names to each other. Later when they have learned the words "he" and "she," these may be used in place of the names.

Give and Take

This can be practiced while passing out scissors (paper, crayons, etc.). At first, let each child give out one pair of scissors, so each one has a chance to talk. As he gives the object, he says, "I give the scissors to you," and the child receiving says, "I take the scissors. Thank you."

This is also used for the collecting of scissors, etc.

What and It

After the children know the names of a large number of objects, the teacher touches or points to an object, saying "What is it?" (Emphasizing "it") They say, "It is a chair." "It is a boy." "It is a paper."

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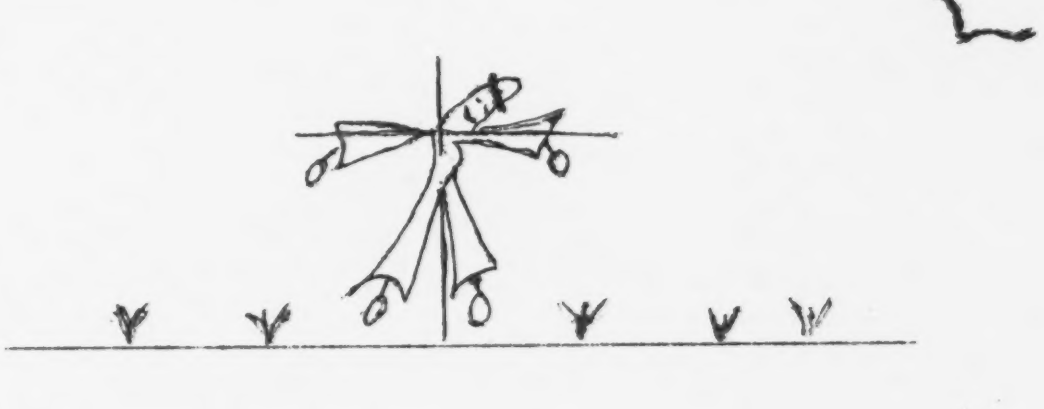
By Kathy Furstnow

Scarecrow Game

This is a game patterned after Hangman. I draw a field and in the center I put a cross. The child is a crow and before he can land, he must guess the word that fits on the lines. Everytime the child guesses a wrong letter, another line is drawn on the cross. If I finish a picture of a scarecrow before the child can guess the word, the crow is driven away.



Special Shaped Flashcards

Instead of regular flash cards, I make them in shapes of things. I also use colored paper. To make them exclusively for the child, he tells me what he would like them to be (fish, baseball, etc.). It really amazes me to see the children take them out on their free time and go over them. I add variety to the game by taking out the words the children know and adding new ones.

Experience Stories For Slow Readers

The child chooses what he would like the story to be about and I make one up being sure to incorporate all the words the child doesn't know from his basal reader. If the story is about something that is not in the child's reading vocabulary, I draw a simple stick picture in place of the word. The purpose is to help the child learn the words from his basal text, not new words. I used this on a child who simply could not master the new words in his basal reader. He was a slow learner and things needed to be presented at a much slower rate.

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By Rose Johns

Packing a Basket Game

Purpose: To provide practice in attentive listening so that the names of a series of articles can be recalled.

Materials: A toy box or Santa Pack

Direction: Teacher begins by saying, "Today I'm packing my picnic basket, and I'll need some help. I'll put in some cake. What will you put in the basket?" A child says, "I'll put in some cake and some cheese sandwiches." Each player repeats the article already packed and adds his article. Continue until four or five children have had a turn. Then start packing over again.

Caution: if a child experiences difficulty in recalling a series, it would be well to give him a turn early in the game.

Matching Game

Purpose: To listen carefully in order to recognize words that end alike.

Materials: Set of flash cards prepared for this game.

Directions: Prepare a number of one-word flash cards using words similar to these:

st	ck	er
best	black	teacher
last	neck	player
rust	truck	father
fast	stuck	mother

Give each child two cards; and the players listen carefully. The teacher says a word which ends like one of the cards. Using the example, track, each player who has a word which ends with ck must stand before the group, show his cards, and say the word.

Adaptations: 1. Consonants or blends in the initial position could also be used.

2. Words with other endings could be used: ie, ay, in, en.

Caution: when children call the words, they should be encouraged to speak distinctly.

Teaching Descriptive Words

Purpose: To listen for descriptive words.

Materials: Paper and pencil for each player.

Players: Two small groups or the class.

Directions: The teacher, or leader, reads a descriptive paragraph to the group. As she reads, the players listen and write all the descriptive words which they can detect. The player with the longest list of correctly identified adjectives is the winner.

Adaptations: 1. Several unrelated sentences containing adjectives might be used instead of a paragraph.

2. The players might take turns reading descriptive sentences or paragraphs they have written, while the others list the adjectives.

Caution: this game will be of special interest to the more active pupils in the group.

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By Betty Jo Kelley

Teaching Prepositions

Have children draw pictures which illustrate these words: in, inside, on, between, beside, behind, under, beneath. Have them draw a picture of something inside of another thing, an object between two other objects, one thing on top of another thing and so on. Below each picture have them write the word which is being illustrated. Discuss the pictures having the children explain the position of the objects pictured.

Teaching Compound Words

Write two lists of nouns on the chalkboard. Have each list read. Then ask the children to find in the second list words that can be put together with words in the first list to make compound words. If they wish, allow the children to experiment by putting unlikely words together. Have them explain what these nonsense

compounds would be. For example, a chairflower might be a flower that has a blossom that resembles a chair; a flowerchair might be a chair made out of flowers. Make sure the children understand that the first part of a compound word is used to describe the second part; the second part actually names the functional referment, the object itself.

Teaching Capitalization and Punctuation

Ask the children to make up short stories of their own. Tell them to leave out the capitals and the periods. Then allow them to trade papers and correct the story written by a classmate. Have the corrected stories read aloud.

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By Jo Ann Mosier

Use of Language Master

A Language Master is useful for teaching new words. After the English word was written on a card to be used in the Language Master, my Navajo teacher's aide recorded the English, then the Navajo word. The children liked to use this before school or while they were waiting for the bus. It could be used with earphones so as not to disturb the class, or without earphones, for a small group of children.

The English-speaking children learned a few Navajo words, too, by using the same cards.

Interesting Activities

I tried to do "something special" each month with my reading groups. Some things we did were: put on plays, puppet shows, and TV shows; read for another group; read an original story or poem to another class; trade reading groups with another room; read a story for a tape recording; illustrate and report on a library book; and do research in the library on a subject--this is especially good for a fast group.

The puppet shows were especially fun and suitable for third grade. They were taken from The Instructor magazine. The Afternoon Before The Night Before Christmas uses ten children. The parts are short and the play is fast-moving. We made Santa's reindeer from socks. Too Fat For The Chimney uses six children. It is

suitable for faster readers. We used hand puppets made from sawdust for this play.

For our TV show the children illustrated a story and pasted the pictures on a long, continuous roll of paper. We had an old TV set with the insides out that we used for a screen. The kindergarten especially enjoyed hearing the children read this story from their reading books.

Field Trip for Language Enrichment

While studying about desert plants, the children enjoyed a walk one afternoon in the desert where they drew pictures in their notebooks of different desert plants we saw; they also collected a few plants to press. Later, at school, the children made charts with these dried plants and drawings. They had to search for names of plants in books in the library before they could label their charts. We found our desert had quite a variety of flowers and grass.

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By Leslie Odell

Use of Informal Conversation

I have had an opportunity to work with bilingual children as a guidance counselor and I have observed certain things about them.

During the past year I was a guidance counselor in charge of a dormitory of 180 girls of varying ages. I found these children very frank and quite verbal in spite of the struggle they often had in expressing themselves. They were very curious about me and asked me questions like "Where do you really come from?" "Do you have a mother? a father? brothers? sisters?" "What are their names?" I would answer their questions and then ask them the same questions. In such a way we would carry on very interesting conversations; all the time the children were struggling to express themselves. Perhaps such an informal conversational activity could be used in the classroom to enable the children to practice expressing themselves in English. The act of informal conversation, if the teacher could create such an atmosphere in the classroom, would foster in the child a true desire to express himself.

Drawing Cartoons

In another dormitory situation I had a group of little girls drawing pictures with colored pencils and chalk. At first they drew pictures of their homes, but on successive occasions they began to draw cartoons with characters and to write conversations for these characters. This is another activity which might be used in the classroom--having the children draw picture stories. This fosters self-expression and creativity in the children.

Reading to Children

An activity that I think is excellent for bilingual children is reading stories to them. This is not really a new suggestion but I think that this type of activity is especially good for bilingual children because they will listen with interest and a true desire to understand.

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By Judith Sanborn

Short Vowels

To help my children with the short vowel sounds I tell them the following:

Short a says ă as in apple. (The children do not have much trouble with this sound.)

Short e says ĕ as in elephant. Short e is a deaf lady. She says, "What did you say? Eh? I can't hear you." The signal is to put your hand behind your ear as if trying to hear better.

Short i says ĭ as in Indian. When you don't like something you say ick and wrinkle your nose. The signal for short i, then, is a wrinkled nose.

Short o says ŏ as in ostrich. Short o is the one who goes to the doctor. The doctor says, "Open your mouth and say ah." Thus the signal for short o becomes head back with mouth wide open.

Short u says ŭ as in umbrella. When someone hits you in the stomach and knocks all the air out of you, you say, "uh." The signal for short u becomes the fist going towards the stomach.

When I want to help a child with a vowel sound, I just use the signal. In this way the children have a physical action to connect with each vowel sound except short a.

Testing Knowledge of Sounds

Give each child five strips of different colored construction paper with one of the vowels written on both sides of each strip.

Tell them that you are going to say a word and that they are to hold up the strip that tells what vowel sound they heard in that word.

You can tell who does not know the vowel sounds and, also, the vowel sounds on which the whole group needs more practice.

This can be done with beginning sounds, ending sounds, consonant blends, the vowel sounds other than the long and short sounds (er, ir, ur, ar, or, ô, o͞o, o͝o, oi, oy, ou, ow, air, ear), and the number of syllables.

Experience Stories

The children closed their eyes for two minutes to make up a story. They were told that they could make up a story about anything--a little boy, a little girl, a family, an animal, the reservation, etc. (I was teaching in a town not on the reservation. Many of my Indian children went "out home" on the weekends.)

Then they were to draw a picture of their story. They could either draw one picture or fold their papers in four parts and draw four pictures to tell their story.

Last of all the two top reading groups were asked to write their stories and the low reading group dictated their stories to the teacher.

I got good stories from all three groups. I discovered that two of my little Indian boys who could not express themselves through writing had real talent.

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By Sharon Swingler

Use of the Craig Reader Machine

Teaching at an Industrial School for Delinquents is somewhat different from the normal school system. The reason being, ages vary from 10 to 16 with IQ as low as first graders through seventh in the classroom. Therefore, methods used may not be consistent because of varied interests.

The Craig Reader machine is effective in this situation, being related closely to television. The Craig Reader produced good reflexes in recognizing the symbols of letters, the symbols in basic word skills and was somewhat entertaining for the students.

Use of Experience Stories With Delinquent Students

We also used experience stories. Many delinquents are connected with dope. I would ask students to choose a word or words connected with their interests. One might be Smack or Red (dope terms) or other words that could be classified as 'normal' words. They were asked to write what dope meant to them personally or why they didn't approve. Some of the results of the use of experience stories helped the students in:

1. use of phonics
2. use of basic word skills
3. use of punctuation
4. use of dictionary
5. use of continuity
6. use of various reading skills

The effects of these stories aided in social and academic adjustment. They helped the students to judge right from wrong actions.

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GRADES FOUR and FIVE

By Joyce Brower

Teaching Spelling

I usually have two lists of words: the regular grade list and then a list on another grade level. My students have been wonderful about this and the slow students are able to achieve and receive a star when they were never able to before.

Use of Pen Pals

In writing I emphasize pen pals a lot. The students seem to enjoy this, especially when they receive a letter and picture. They really want to learn how to write well so they will be able to correspond after school is out.

Our Book Club

Another idea is that of a book club. The students have to read a book and then fill in a written report or sometimes give an oral report about their book. Then they place a star by their name on a chart which is on the wall.

Use of Class Elections as Motivation

My students have an election every two weeks to elect class officers. The officers are responsible for special duties such as running the film projector, turning lights off and on, etc.

We start this activity early in the school year. At first we use only the basic procedures for conducting a business meeting. As the year progresses we add to these basic procedures. By the end of the year the students can conduct an entire business meeting by themselves.

The meetings are discussed later in language class. The students seem to enjoy this activity and learn many things about the democratic process from it.

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By Ruth Harvel

Correlating the Communication Skills

I teach spelling, reading and English synonomously.

One thing I have used very successfully in creating interest in spelling of the long and short vowel sounds is to first have a review of all sounds of vowels. Then I will put a group of consonants on the board such as "trt" and have the children try to see how many words of meaning they can get by using vowel sounds with which they are familiar.

If one says trot, then he must use it in a sentence to show its meaning. Another may say tart but is unable to use it correctly. Then he is assigned to look for the meaning in the dictionary to see if he can come up with a sentence. If he still doesn't understand, he may ask for help on it from classmates, etc. Others may come up with trout or treat.

Another method I have of creating interest in words is to write the phonemic spelling such as kwĭt or kwīt to see if the children can write the correct spelling of the words in their weekly list without looking in their spellers.

In reading I have worked out a lesson plan in conjunction with the English lesson on paragraphs and direct quotations. I had a large class averaging 34 to 37 children in which some could hardly write a sentence correctly. After introducing the paragraph and direct quotation, I would assign a story in reading for the children to read silently. When they finished at their own rate of speed they were given paper on which they were to write their story as detailed as they could remember it. This left me free to help the faster students and check with them individually on indentions, margins, direct quotations and proper punctuation. I was able to teach the placing of commas after dependent sentences coming at the first of the sentence and followed by an independent sentence to the more advanced students. By the time I had helped the more advanced students to work independently, I could help the slower students individually in capitalizing sentences and putting in periods, or other basic structures ās capitals on names, etc.

As children progress in the writing of summaries, some even ask to write summaries of a library book on which they may report to the class.

In this system no child is rushed to finish his story. This works beautifully for me in giving each child the individual attention he or she needs.

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By Pauline C. Johnson

Developing Comprehension

This is an activity I have found to be useful in developing comprehension in the bilingual child. Have the children take turns calling on each other (or teacher selects students if they seem a little reluctant), then direct the person called on to do something, such as:

a. Go open the window (door, closet, etc.).
b. Write your name (address too, if capable) on the board.
c. Erase top (bottom, last, third, etc.) line on the board.

Giving Oral Reports

The children seem to enjoy the following activity: Have pictures pasted on cardboard and let each child choose a picture from which to make a short talk. This is excellent to improve pronunciation and comprehension. It can be varied by having the child write a story about the picture.

Pretending Game

This is another activity most children enjoy immensely. Write the words "If I were _____" on the board as a title. Discuss a few possibilities such as personalities, even animals and inanimate objects. Use this first as a written exercise, and then as an oral exercise. If the children are sufficiently motivated from the beginning, they will come up with some very interesting ideas.

From the above activity any words about which there was some question are written on the board and pronounced correctly several times, divided into syllables, and finally pronounced individually. These words are then put into the child's own dictionary, word notebook, list of new words to be learned, etc.

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By Elizabeth Mills

Self-Image Building is Important

Initially Kevin and Doug, two fifth grade Navajo boys attending Special Reading Class, expected more of the same dull instruction; fill-in-the-blanks, reports and testing.

Accidentally our filmstrip projector jammed. These two boys helped me to take the clogging gears apart and to extricate the filmstrip. Thereafter, their mechanical knowledge was called upon constantly. The boys would demonstrate the workings of the projection machine anytime (sometimes to my horror). However, I discovered Kevin and Doug reading instructions and filmstrips, asking for books and relaxing in their choice of further reading material.

Their self-esteem, language comprehension and reading ability increased by two grade levels.

I incorporated the "knowing of the machine" into all my fourth, fifth and sixth grade curriculum.

Free Choice of Material

Individual reading instruction given reign of choice tends toward simplified selection. However, for my children, completing reading at any level is an accomplishment. There are no standardized questions attached to this reading. There are the following three steps:

1. The child reads a page to himself from his selection. If there are fewer unknown words per page than fingers on one hand, he may continue reading while he lightly underlines unknown words or concepts.

2. During conferences and oral reading time, we discuss the unknown or misunderstood words and concepts--with and without dictionary and Thesaurus.

3. In his folder the child briefly writes the beginning, what happened and the story ending for each story or book he completes.

Finger Puppets and Language Development

Often my bilingual children are unsure and afraid to use the English they have conquered.

I bought a punch-out puppet book with several knights, a princess, dragons, mice, jugglers, horses, birds and pirates. A covered cardboard box became a stage. What the child intended to enact with his puppets, he wrote down before his presentation. The children organized thought, forgot self-consciousness and laughed with each other's presentations.

Two boys wrote a book and illustrated it by using the puppets as models for the illustrations.

Tic-Tac-Toe and Bingo

Games for learning in Special Reading are favorites.

List nine vocabulary building words on the chalkboard. Review pronunciation and meaning, numbering the words while reviewing. Beforehand, establish secretly your base for Tic-Tac-Toe numbers. Draw a Tic-Tac-Toe frameboard on the board. Divide the group into two teams. Now you are ready to play.

A member from the first team pronounces and gives the meaning for any word he chooses from the established list. The pre-arranged space is marked on the Tic-Tac-Toe frame with his team's mark. (Initially he can ask his team for help.)

The first team to get three marks in a row is declared the winner and receives a prize or praise.

Bingo with the children's chosen words stimulates extensive skimming and dictionary use.

Group Filmstrip Reading

To accomplish the impossible is a mountain, but to act with a group can be a soft path. To sit and read to one's self or even to the teacher is often a mountain. Reading a filmstrip with a group and sometimes a record is not so hard.

The Eye Gate Rhyming Families or Walt Disney's Films lend themselves to this confidence-building game.

After reading together, the youngsters ask to read alone. Even the most reluctant reader tries and, with group support, is learning.

Silhouettes on the Overhead

A fable or myth lends itself to this activity.

After reading the fable, the child cuts the characters needed to use in telling his story with animation. (Even poor resemblances look good.) While telling the group about his story, his attention is too firmly held by the silhouettes for him to be embarrassed in front of the group. The audience members want to read the story, too. They also read other stories for their own presentations.

Confidence is built through successful accomplishment. Proven methods of learning presentations, I believe, must be preceded in the classroom by small personal accomplishments and the child's belief in his own worth and abilities.

Phonics

Helping the children recognize where the language sounds, phonemes, originate is important.

Facing each other, we follow the vowel sounds in our throats and mouths by placing fingers on our throats and cheeks (learning vowels in a, e, i, o, u sequence).

Using Clay and Wooden Block Alphabet Play

Clay modeled into letters while making the letter sound builds recognition. The child can form words with clay or wooden alphabet letters while voicing the phonemes into recognized words.

The children can also trace letters on each other's backs in a game called "Can You Guess?" Initially one child lightly draws a letter on another child's back. The receiver makes the letter on the chalkboard while he makes its sound.

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By Owen MacNutt

Teaching Parts of Speech

My knowledge of the structure of English has been built up during the past two years through teaching it. My methods are linguistic in approach, though without the formal language since I know very little of the subject. In a home-made teaching unit lasting 16 weeks, I presented the following four concepts:

1. Nouns are the names of things.
2. Adjectives tell what the noun is like.
3. Verbs tell what the noun is doing.
4. Adverbs tell how the noun is doing it.

Other parts of speech were taught only as helping words.

The nouns were presented quickly and easily, since this group constitutes most of the students' vocabulary. An extensive list was brought out through discussion and put on the board. Then we built sentences using our nouns. We started with the word "house," so I drew a dilapidated house on the board, which they described as crooked. I drew its resident, a crooked old man; also drawn were a crooked dog, a crooked cat, a crooked mouse, etc. Then I played the song about the crooked man. We referred to this well-remembered lesson later when verbs and adverbs were introduced. Practice in using what we had learned was done through extensive oral and written work, and by my reading stories to them which were amply descriptive.

To study the placement of these words in a sentence, we compared English with Navajo structure. I gave them the sentence, "The red ball is on the floor." They said it in Navajo and we proceeded to translate it literally back into English, getting, "Ball red on the floor it's there." We talked about other languages and the placement of the words in French.

Response to this activity was unusually high, so other examples were also looked at, particularly Navajo questions and tenses. For the remainder of the year writing was drastically improved, particularly in the use of adjectives.

Weekly Writing Project

A successful method was what we referred to as "weekly writing." Each Monday morning the children were given a full sheet of lined paper and told to fill it by Friday. I told them they could copy from a book or magazine, write their names, or whatever they liked as long as the paper was filled. By Christmas everyone with the exception of three mentally retarded children was doing original writing; although most did diaries, several turned in creative stories about real incidents in their own lives under the guise of a fictitious character.

These papers were not read unless by permission, and were never graded. Most children worked on this throughout the week in their free time, and, while there was usually a rush on Fridays, many of the children would consistently hand their papers in Monday afternoon or Tuesday. One girl regularly wrote three pages every week.

Use of Emotionally Charged Words

Another method which was generally well liked was what we called creative writing. The teacher would put a single word on the board, such as "hate," "Mother," or some other meaningful and image-filled word. The children were given fifteen minutes to write as much or as little as they liked. They were not allowed to turn in blank papers. These went into their folders, along with their weekly writings, usually ungraded. This was done every day without fail, and often the class was given the right to vote on a list of words suggested by them. Occasionally they were asked to each choose his own word.

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By Beryl H. Montgomery

Use of Puzzles

I have found puzzles to be an excellent way to emphasize:

1. Interest in learning new words.
2. Testing to be sure words are correctly spelled.
3. Analyzing meanings of words and expressions.
4. Learning synonyms.
5. Following directions for vertical and horizontal placement of words.
6. Counting accurately the spaces for letters.

(I insist they use capital letters as they show up better on puzzles and errors are more easily detected.)

Seasonal puzzles or any good puzzle may be used but because of the picture and word combination of interest to children (as well as the convenience of size and uniformity), I have successfully used the "Little People's Puzzle" appearing daily (except Sunday) in the Arizona Republic.

These I mounted on cardboard the size of the puzzle; the answer which appears in small print on the same page as the puzzle, I mounted on the reverse side of

the card. These were then covered with laminating paper and heated and sealed in the laminating machine. They can be prepared in advance and a number of them can be placed in the machine at one time.

A set of 50 or 60 makes a fine permanent set and used with colored crayons and small sheets of toilet tissue for erasers gives an adequate supply for an entire class.

I have found the students more inclined to discuss words with me than to refer to the answers for help in completing the puzzles.

Use of a Picture File

Through the years I have collected and mounted on colored construction paper a good supply of children's pictures taken from magazines. From this supply each student selects one for which he writes a story and an appropriate title. If used early in the year, I have found this stimulates a desire to write and gives a good opportunity for the students' vivid imaginations to work.

When completed, each one places his picture on an easel for the class to see as he reads the story to the class.

This activity may be repeated later in the year (using a different picture) and after more skill in writing has been developed. At this time, students and teacher confer on the sentence and paragraph structure, as well as spelling, punctuation and capitalization. Here, individual help can be given and the teacher can detect the need for further instruction to groups or the entire class as well as having a way to evaluate progress in creative writing.

The corrected stories are then copied in ink and displayed with the pictures on the bulletin board.

This would be ideal for teachers beginning a picture file and having access to laminating equipment, as many pictures cannot be replaced. There is much wear and tear when pictures are mounted on construction paper and handled frequently by the students.

Teaching Homonyms

A "pair tree" is a unique way to help students learn the correct spelling of the numerous homonyms our language contains.

I cut from construction paper a large shapely tree with many branches and place it on the bulletin board. Next I cut a number of pear-shaped pieces from yellow construction paper. Now we are ready for a lesson on homonyms beginning with the ones most frequently used. During the lesson at the chalkboard, many students

will have an opportunity to print with the magic marker his "pair" on the "pear" and pin it on the tree. (We do not limit this to pairs but include three and four word homonyms.)

As homonyms appear in our language arts lessons, our "pair" tree grows and by the time we conclude the project the "ground" is covered with pears, and the class has learned the correct spelling and usage of homonyms.

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By Florence E. Murphy

Sounds of the English Language

I have made a picture file which includes all the sounds of the English language, some beginning, some middle, and some ending.

Showing the cards one at a time, speak the word and let the child repeat the same word. This will be a one-to-one relationship, and often it is teacher and child, but I have found that many children like to work with the learning child.

As soon as the child has the oral vocabulary of words pretty well in mind with the correct pronunciation, he can be shown the written word. He is then given a pencil and paper and permitted to copy the word. He is allowed to do this with only those words he knows and can pronounce correctly.

Then small sentences are made such as "I like strawberries." "Give me the rings." "Take the watch." These sentences are written for him to copy. We can then add phrases to these sentences such as "to eat" or "to ride." He can then copy the whole sentence and read it back to you.

Eventually we add other nouns, other verbs, other phrases, as well as adjectives, so that the process is continuing and progressive.

At the fourth grade level my children learn quickly and have a real desire to speak and read the English language, and their achievement is rewarding.

Use of Tape Recorder

A tape recorder does wonders for all types of readers. Give the child a story to read and after he has read it silently, let him tape the story and play it back to himself as he watches the words in the book.

This type of reading never grows old or the child never seems to lose enthusiasm as he will attempt to read more and more stories, each with better enunciation and better expression.

Directive Sentences

Write simple directive sentences on small slips of paper and give one to each child. Such sentences can be "Close the door that leads to the cloak room." "Put your English book on the library table." "Erase the chalkboard near the window." "Raise the shutter on the third window from the flag." "Put a big blue check mark on your paper."

Individually let each child read the sentence that has been given to him and have him follow the directions as nearly as he can. He then reads the sentence aloud to the class to see if everyone approves. More difficult directions can be given to the better readers and easier sentences can be given to the slow readers. Regardless, all children react with enthusiasm and all are attentive.

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By Vincent Randall

Use of Paraprofessionals

In the area of Indian education, one cannot say enough concerning the paraprofessional in the classroom. In making some brief comments, I would say primarily that we Indians have had sort of a hands-off policy towards school and its many facets. In fact, you could even say an inferiority complex developed, whereas tremendous home responsibilities have been put on the school. Such comments from some parents as "Don't they teach you that (manners) in school?" or "They used to teach us that." lead back to when the Indian children in the early 1900's were sent away to school and the curriculum concerned such areas. Today curriculum is far more complex as areas such as etiquette are the home's responsibility. Another example is students taking homework home and parents having a hands-off policy because they think they can't or they won't attempt to help because this is out of their area of responsibility. Briefly stated, the paraprofessional has

become the greatest link between the home and the school. Being part of the local community, one of her or his responsibilities is to make both communities (school and home) aware of each area. With a give-and-take, then the Indian becomes an intregal part of school and vice-versa with the school.

Just the presence of the paraprofessional in the classroom makes a monolingual child feel far more comfortable as there is a basis for communicating with his English-speaking teacher. In the areas of sound reproduction the child can distinguish between some difficult sounds, as the paraprofessional can use examples out of the native language to help him make the specific sound. Also, the transfer of meaning to English-sounding words like, snake = theez (Apache).

One area where paraprofessionals are missing is in the classroom of the Junior High school. I think that too many times we teach about words by using other words. Thus, all we teachers get back are sounds and the children only have symbols. One experience I have had was with one of my cousins who attended Globe High School. She had no inkling of what words matched in a matching exercise, even though she used a dictionary. Once I translated the words, though, the difficulty was erased and the frustration was gone. No wonder our Indian kids have pent-up frustrations. Even a native-speaking tutor in this area would be helpful.

Making Words Speak

In the area of science I try to make the words speak to students. Many of our science terms are traced back to Greek and just breaking up the words will give students a concept. An example is biology in which bios means "life" and ology means "the study of." You can do this with many scientific terms.

I guess you can't say enough for providing the real experience in teaching concepts and word meaning. How can you cover distillation without covering evaporation? In the science program you can provide so many experiences that hopefully you just don't have words or symbols.

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By Joan Spencer

Traveling Readers

Get together with the First Grade and Kindergarten teachers in your school and arrange a regular schedule for children from your room to visit their rooms to read. Both good and poor readers very much enjoy the chance to go and read to the little children who are an enthusiastic and uncritical audience. Even your poorest readers are able to shine in this reading situation.

Door Charts

On newsprint put a question, comment or riddle outside the classroom door. Change it every day. Your children will read it without being asked to and so will other children passing by. The answer to the question should be easily available on the chart or in the classroom. For example, "What sport are these men playing? or "Do you know what a lilac is?" or "What is your teacher wearing today that was made by a Navajo?" Also put riddles with their answers on the chalkboard in manuscript and cursive writing for the children to read just for fun.

Spelling Patterns

Make cardboard cards with holes in them--three holes per line or four holes per line. Each card should have about eight lines of holes. The children can hold these cards over paper and write letters through the holes forming words such as run, fun, gun, bun and so forth and the children will discover the similarities and differences in the words. The cards make a fairly routine activity more fun.

Newspaper Bulletin Board

Outside the library we tried a bulletin board for newspaper items and we changed most of the items every day. Many children stopped in the morning and at noon on the way to their classes and read. We were surprised at the continuing interest. Many families of our children do not get the daily paper. We included advertisements, news items of all kinds, comics, cartoons, horoscopes, Dear Abby, letters to the editor, pictures, sports and classified ads. The local paper was used and if an item was about the school or a child in the school, an arrow that said "Look" pointed out the item.

Some Tape Recorder Uses to Spur Reading

1. Children can make tapes of easy-reading books that other children then enjoy listening to with the book in hand and using earphones. The reader always indicates which page he is on and the listener then does not get lost and can easily read along as he listens.

2. Give the slow readers hand puppets and let them tape an impromptu play. If the play turns out well, type it and make copies and those same readers can then produce the play for their classmates or for other groups by reading their own parts and still using puppets.

3. Let the slow reading group prepare a filmstrip commentary on tape. For example the slow group, with plenty of practice, reads the filmstrip commentary for a filmstrip on the African Lion. The tape recorder is turned off between frames so the children can practice. The filmstrip and accompanying sound tape are used later for the entire class during social studies period.

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GRADES SIX, SEVEN and EIGHT

Techniques for these grades begin on following page.

By John P. Bownes

Teaching Upper Grade Reading in a Small School

When teaching reading to my seventh and eighth grade students, I have found that it helps considerably to divide a group of ten students into five groups of two's and have each pair scattered around the room so that their loud muttering or reading will not bother the other groups. I try to group the students in accordance to their reading ability. On some lessons I let each group select the material from the reference shelves that they would like to read and had them read it out loud to each other. This resulted in the students correcting each other, and learning through each other's mistakes. It also gave me an opportunity to get closer to my students and to personally assist the reader when needed.

I found that it paid off to slacken up on my class discipline during the reading period, thus lessening the chance of frustration on the part of the reader. I tried to keep both our group and class readings as informal as possible. Members of the class were allowed to encourage and assist the reader whenever needed.

I required a monthly oral book report and got very little response from the slow readers the first month. I found that by testing and conferring with the students, I was able to find what their hobbies and interests were. I helped them to find several books written at their reading level and relating to their interests, from the book mobile library. The results were that by the last month of school, some of the slow readers were the first to raise their hands when the class was asked for their monthly book reports. I suggested that these students take their books home and read them out loud to their parents, brothers and sisters. Many of them did, resulting in their much better performance in class.

Many of the athletic teams that I have coached had several bilingual boys as participants. I would always try to keep the anglos and the bilinguals grouped together in our drills and on our trips. This resulted in a much healthier relationship and in the use of only the English language by the boys. I am sure that this would help in our language development, if used whenever possible in our extra-curricular activities and during the lunch periods.

Our reading period was the last period in the morning. Many times we would divide the class into two or more groups and reward the group making the fewest errors in their reading by letting them go to lunch five minutes early. It was surprising how this competition, and "appetites," helped in improving their reading performance during that particular period. I found that encouragement, lack of criticism, reinforcements, a personal pat on the back, and praise given to a student in the presence of the group, were all helpful and necessary tools in the teaching of reading, especially to the slower reader, and I am sure the same would apply to the bilingual student.

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By Louise Burton

Two Ideas For Teaching Prepositions

Anything a mouse can do to a match box can be a preposition. Instead of a penny match box, I use a small fancy box that has a sliding drawer in it. I put a list of prepositions on the board, a list of nouns (as possible objects of the prepositions), and a list of two or three very simple sentences such as: The mouse ran; The mouse climbed; The mouse hid. Pick a preposition and a suitable object that sounds well with the sentence which the student chooses.

On the flannel board place a large paper tree with many branches. On the branches are placed the prepositions, while the nouns are placed on the roots. Very simple sentences are written on tagboard. (I often use the same sentences and words for both games because I will not be using both games on the same day.) A child picks the preposition and its object to add to the sentence he has chosen. I have approximately fifty prepositions on cards and about half as many nouns from which to select combinations.

Innovative Vocabulary Drill

I give a list of words, usually ten. The students must look up the definition of each (list all definitions found). They must learn to spell the words.

A. I give as many sentences as there are words. Each sentence has a blank which must be filled from the word list.

B. I list synonyms for each word. The words and synonyms are to be matched by studying the definitions.

C. I list antonyms for each word. The students match the antonym to the word from the list by studying the definitions and picking the opposite.

D. I give a sentence (for each word) in which the word and another unrelated but very similar word are enclosed in parenthesis. The students must circle the correct word of the two given.

When the students complete this exercise, they have used the word four times in different situations. This can also be used to make other parts of speech of various words.

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By James Gemmill

Involving Students

Because I believe the best way to teach is by involving children, my most successful methods have included child-centered activities.

During oral reading, whether in small groups or with the entire class, I have the children do the critiquing. I usually find it necessary to help them find out what "critique" means. They all too often tend only to be critical. Soon, however, they help each other to overcome problems like word repeating, misplacing words, improper intonation, etc.

Another technique which involves the children is the manner in which we introduce new vocabulary. If we are to be involved with a unit on conservation, I will take a nature walk with the students and help them find meadows, areas of erosion, layers of soil, litter, humus, etc. This makes the vocabulary more meaningful and gets them out of the sterile classroom environment.

Last year we had a rash of note passing. I did not know what to do until we came to a unit on letter writing in the language books. We made a mailbox and if children wanted to communicate by notes all they had to do was to properly write their notes and address them according to the text. They could then place them in the mailbox. Toward the end of each day, we had a new mail carrier and the mail was delivered. It helped solve the discipline problem and helped them remember correct letter form.

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By Sally Haws

Activities Which Have Been Successful In Teaching Novels and Short Stories to Students

The first item is a method for getting students to enjoy listening and to give book reports. Instead of the regular procedure in which each student recites the plot of the story, the students work in groups to organize a panel discussion of the book before the class. Each member talks about a certain aspect of the book, but no one tells the plot. This method increases student curiosity and desire to read the books which were presented.

The second method is to get students to realize that they have experiences much like the experiences of children in other parts of the world and children who have lived at different times. The activity is begun by having students read stories and novels which contain characters who are about the same age as the students. After the students have read the stories, they are asked to compare and/or contrast the experiences in the characters' lives with the experiences in the students' own lives.

For example, in the novel, April Morning, by Howard Fast, a 15-year-old boy feels that his father hates him. It is not until the morning before his father is killed that the boy realizes his father really loves him. The assignment for the class might be: Have you ever felt that your parents hate you? If so, compare and/or contrast some of the reasons why you believe they hate you with the reasons Adam had for believing his father hated him.

The third method is for vocabulary study. Many times students come across words which they have never heard and have no idea of their real meaning. Often, this is because the words are not used in the part of the country in which they are living . In order to increase students' understanding of the people about which they are reading and to increase their vocabularies, it has proven profitable for them to have the teacher go over the words with them and discuss each one so that students know what they are reading about, even if they do not have occasion to use them in their daily conversations.

An example of this is the study of a historical novel in which there are words used in the novel that people of other nations had for the Americans during the period of time covered in the novel. Many such words are not common in today's language in certain parts of this country. The assignment for the class would be for each student to give an up-to-date definition of each word which is found to be of such a nature as described above.

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By Kirsten Ronan

Using an Interesting Reproduction of a Painting

Choose a photograph or reproduction of a painting with a lot of action, interest or a variety of pictorial elements. Begin discussing a particular portion of the picture with the idea of developing a specific description of it. During this discussion try to bring out a variety of adjectives, adverbs and similes. Write these on the board and discuss their meaning and spelling, possible root words, etc. After the pattern for doing this has been established, it can be done using the

whole picture in the description. The room can be divided into groups and each group can be charged with trying to write the most colorful description, or the most exact description, etc. One person can be appointed as secretary to write these down and another student can be chosen to read the description to the class. As the description is read, the teacher can write an interesting vocabulary on the board. Each description can be discussed with the class in relation to the way it is written, the vocabulary and how it compares with the picture.

An Exercise in Communication Skills

Take two pieces of colored paper and cut them into puzzle pieces. Cut one piece on top of the other so that they are exactly the same. Divide a table down the center with a 1-1/2 foot piece of cardboard all the way across so that a seated person cannot see the other side. Put one puzzle that has been assembled on one side of the table and the other puzzle scrambled up on the other side. Divide the room into two sections and take volunteers from each side. The student with the completed puzzle is supposed to give the other student directions on how to put the puzzle together and the other student is supposed to try to follow these directions. He cannot make a move other than that given to him by his instructor. He can ask questions, but neither side is allowed to see the other's puzzle. The student with the scrambled puzzle could most likely put his puzzle together quite quickly without directions (in fact, much more quickly than with the directions), but this is not the object. It is important that the students understand this and that the idea is for the students to use as exact directions as possible to accomplish a task. This is almost as much, if not more, fun for the observers than it is for the participants, as they can see the mistakes in communication that the other two are making.

Making a Newspaper

It is sometimes advantageous to tie several subject areas together in a project. In the making of a newspaper for a particular historical period, students have the chance to tie together art, history, creative writing and reading. It is best to precede this project with a unit in research so that the students are prepared to look up the information they need to write articles, want ads, ads, cartoons, etc. A unit on how a real newspaper is written and assembled could also work in well here. The final product after it has been edited and approved by the whole class can be put on ditto or multilith and run off for the enjoyment of the whole school.

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By George M. Sayre

Grouping For Reading Instruction

My present educational assignment covers the teaching of language arts, principally to Navaho students, on all achieving levels, in the Seventh Grade in the Chinle Public Schools, Chinle, Arizona. The assignment covers five class levels, 1, 2, 3, 4, and 5, the lowest language achievers being represented in 5.

Since all levels of achieving ability are represented, but in homogeneous achievement groupings, both individual problems and organized opportunities for teaching are presented.

Class sizes run between 27 and 37 students, however, so that individual enrichment and remedial opportunities are limited. Methods of teaching worked out, therefore, indicate somewhat of a compromise.

My special concern here is with teaching the 3rd, 4th and 5th levels in this program as now constituted. There has been discussion between myself and the principal in reducing the total groupings to three levels: 1, 2 and 3. If this were to be the case, then this very brief resume of teaching ideas has to do with levels 2 (middle) and 3 (lowest), which would run respectively one to two years behind national average achievement levels (C.A.T.) for number 2, and two to four years, or more, behind for number 3.

The Question Guide Technique

Mainstay of my reading program, which has been developed over a Navaho teaching experience period of four years, is the "question guide" technique.

Employing the "question guide" means simply that I present on the blackboard, or overhead projector, a list of questions aimed at the content of each page of reading material, which is principally the "high interest - low difficulty" readers from Field Enterprises, Benefic Press, and Webster-McGraw Hill Publishers. Since individual ability varies greatly even in homogeneous class groupings, questions range in difficulty from the simple factual to the more complex abstract and associative varieties, and the general level of comprehension difficulty and type of question may vary from day to day.

Questions are keyed to the specific page of the reading material, but not to the line, although the sequence of questions follows the sequence of reading material or story line. Some questions may require associations of specific reading material with other page references (inter and intra) so the student will have practice in tying together the reading content.

On many occasions the question material rather than the text reading material

becomes the principal basis of concern, so that I may frequently introduce new words into my questions, and I try to signal these by underlining the new item of vocabulary. The student may then ask the teacher what it means or go to a dictionary or prepared glossary.

This is, of course, structured reading, the questions providing the structuring, which may range from very tight structuring to more open structuring, and is quite flexible. If we happen to be chiefly occupied with theme, the structuring concentrates on theme ideas; if it is on new vocabulary, then on that aspect of the lesson plan.

Usually I read my questions out loud, after I have written them down, and comment on them as applied to the reading material for the sake of comprehension preparation.

A sense of purpose and direction in reading is thus imbedded in the experience. Occasionally I give "unquestioned" reading assignments and test for comprehension results.

This technique is principally graphic-graphic. It produces both reading and writing experience every day. Sometimes I require full sentence answers, sometimes only a word, frequently both, and the type of answer required is indicated. Literal copying from the book is highly discouraged. Ideas in the student's own words are encouraged, and grammatical criticism is rare, only when grammatical criticism leads overtly to the enhancement of the student's meaning.

A high degree of attention to the reading task is produced, and all members of the class participate on each assignment, which is not the case in most oral reading practice.

Oral Reading for Comprehension

Oral reading is another problem and is handled for another purpose, the production both of sound and meaning, but in any form it is less directly efficient in requiring and holding the attention of all class members.

Oral reading provides the opportunity for phonics association and application by correcting pronunciation, which may be extended from the particular reader to the class listeners.

Students are called up to read in front of the class, sometimes at random, sometimes in competitive fashion, between the boys and the girls, or sheep and goat teams. In any event the student reads a passage from the reader and is corrected on pronunciation in the process. Class corrections are solicited, and phonics rules are sometimes applied. The student is then asked to close his book and answer questions as to content, factually and abstractly as to meaning.

When this oral technique is alternated with question-writing practice, better responsiveness seems to be produced in the usually shy and non-responsive bilingual subject.

Use of Dictation

At intervals, dictation practice is employed by the teacher reading from passages of varying difficulty. The student is asked to reproduce the dictated material on alternate lines of his ruled paper. After dictation he is allowed to correct his written answers by referring to the written dictated material itself, and revising his answers on the alternate blank lines. He may correct his spelling, punctuation and capitalization, and underline changes in structure.

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By Jane Shipp

Ideas to Use With Slow Eighth Graders

The rejects--the not-so-brights, the over-age, the problems--those were my charges one year. Some of the most successful techniques used with those "8th grade" students in a language arts-social studies core curriculum were life centered-immediate need oriented. Our "texts" were somewhat unique: catalogs, telephone books, forms, newspapers, simple blueprints, and advertising brochures. Films were used to supplement specific units. We had several on-the-job speakers and planned field trips appropriate to the vocational unit of study. All of this involved about a $300 expenditure.

Following are some ideas related to the use of the general catalogs:

1. Reading was directly related to immediate needs: learning about garments, sizes, quality, price; household equipment, repair equipment, etc.

2. Word attack skills were handled in small and large groups.

3. Vocabulary was greatly expanded through the use of the index, synonyms, variations in classification.

4. Home and vocational needs were acknowledged through discussion of equipment.

An example of this was a 20-year old young man who was struggling for an

eighth grade certificate. When he was home he was concerned with building fence and piping water to his house. He read about variations in quality of wire, posts, and so on. He worked out number of feet of wire, number of posts, extra equipment desirable and learned how to order what he needed. He also worked out his water piping problem and gained much experience in reading about pertinent material which was meeting his immediate needs.

Girls studied the quality of fabrics, yardage measurements, and miscellaneous needs for making garments.

All students took their measurements and judged, from the charts in the catalogs, what sizes in clothing they would wear.

Household furnishings were discussed. Even the names of common pieces of furniture and household equipment were unfamiliar but were learned in relation to their "dream" homes.

All students worked out a number of orders: reading directions, filling out forms properly, determining tax, freight rates or postage, learning about credit accounts.

Possibilities are limited only by one's ingenuity. An interesting outcome of the classroom use of the general catalog was group status among peers. The "rejects" were doing something special! They were called on by fellow students to teach them how to use the catalog. Self-confidence, a missing ingredient for the majority of the students, was given a boost.

How do students perceive concepts such as love, hate, beautiful, ugly, nice, good? What are their "I wish" dreams? How do they feel about themselves?

Allow students to thumb through magazines, snipping pictures, ads, and so on which depict a given concept. Make up a bulletin board using the material the students provide to show the width and breadth of the variations in language perception. An unbelievable variation will result, giving many student-percipitated opportunities to expand language concepts.

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